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ABSTRACT

This study was designed to determine the feasibility of utilizing North Carolina's community and technical colleges as a statewide system for providing inservice day care training. Seven aspects of training were addressed: (1) programs and resources whereby institutions could provide training; (2) institutional experience in providing inservice day care training; (3) extent of institutional interest in providing training; (4) types of training possible; (5) institutional needs for assistance; (6) program costs; and (7) obstacles. Questionnaires were sent to 2-year institutions, and interviews were conducted with college staff and day care personnel. Twenty-six of 30 institutions responded, indicating interest in providing a variety of training activities and estimating costs for the proposed program to be low. A possible lack of interest from day care providers was the chief obstacle identified. Findings supported the conclusion that an inservice training network of community and technical colleges could be developed, although institutions would require assistance to develop and promote programs. Similar programs in other states were considered worth examining for adaptation in North Carolina. Appendices include the questionnaire sent to colleges, a map locating North Carolina institutions and detailing the type of child care degrees each awards; and a description of day care licensing standards in Georgia. (Author/DB)

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UTILIZING NORTH CAROLINA'S COMMUNITY AND TECHNICAL COLLEGES AS A NETWORK FOR IN-SERVICE DAY CARE TRAINING

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A Report Prepared for the
Day Care Section of the
North Carolina Department of Human Resources

By

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September, 1981

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ABSTRACT

Snow, Charles W.; Hatton, Ebbie R.; Houston, Sandra T.; Love, Nash W., Jr. Utilizing North Carolina's Community and Technical Colleges as a Network for In-Service Day Care Training. A report prepared for the Day Care Section of the North Carolina Department of Human Resources, by the East Carolina University Day Care Training Project, September, 1981.

The study was undertaken to determine the feasibility of utilizing the community and technical colleges as a network for providing in-service day care training. Data was obtained from a questionnaire completed by 26 out of 30 institutions surveyed. Additional information was obtained from interviews with the staff of four community and technical colleges which had co-sponsored training with East Carolina University, plus interviews with personnel associated with day care training programs in three other states.

The results of the survey revealed that all of the responding institutions are interested in offering in-service day care training. A variety of training activities could be provided at a relatively low cost to the participants. The major deterrent to the development of day care training is the potential lack of response by day care providers to training opportunities.

The findings of the study support the conclusion that a training network of community and technical colleges could be developed to deliver in-service training to day care providers throughout the state. However, it will be important to provide assistance to the institutions in developing and promoting training programs. It was also concluded that the tuition reimbursement plan used in Connecticut, the basic child care course offered by the two-year colleges in Georgia in connection with mandatory training

requirements, and the training consortium of two-year colleges in Oklahoma which serves both Head Start and day care providers be examined for possible adaptation in North Carolina.

The recommendations which were made on the basis of the study include: (1) development of a coordinating mechanism for linking interested institutions into a statewide training network; (2) development of basic in-service courses in child care which could be offered at each institution; (3) providing assistance to schools in program development; (4) development of a system for making tuition grants available to day care trainees; (5) development of joint training for Head Start and day care providers; (6) making a concerted effort to secure passage of legislation requiring day care providers to secure training.

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INTRODUCTION

The importance of in-service day care training programs for child day care workers has become increasingly recognized and emphasized. The ABT National Day Care Center Study concluded that there is a critical relationship between specialized training and the quality of day care programs for children (Ruopp, et. al., 1979). Although they have not been implemented, the revised Federal Interagency Day Care Requirements (FIDCR) include a mandate for states to provide training for day care providers.

Recently, however, Congress has drastically cut back Title XX funds for training programs including day care personnel. In 1979 there were ten Title XX funded in-service training programs for day care workers employed in certified facilities in North Carolina (North Carolina Department of Human Resources, 1978-1979). The programs provided a network of training which covered most of the state. Emphasis was placed upon taking the training to the day care workers through on-site visits to their facilities. Due to federal funding cutbacks, all of the in-service day care training contracts in the state were terminated in March of 1979.

In February of 1981, funds were available for the North Carolina Department of Human Resources (NCDHR) Day Care Section to award 3 contracts for in-service day care training. This time the emphasis was placed upon developing materials and relating training to the certification standards and the Child Development Associate Program (CDA) with a view toward building resources and an on-going system which would be less dependent on federal funds.

The need for in-service training for day care personnel will continue to exist with or without federal assistance. Consequently, it is very important to develop innovative approaches and training delivery strategies which utilize all of the available resources in the state. The community colleges and technical schools in the state may offer a virtually untapped resource for in-service day care training. There are approximately 30 community and technical colleges in North Carolina which have one-year vocational child care education programs, and/or a two-year associate degree in early childhood education. These institutions are located across the state and may be accessible to most of the day care facilities. It is possible that these schools could be developed into a geographically well-distributed system for meeting the in-service day care training needs.

PURPOSE

The purpose of the present study is to determine the feasibility of utilizing the community and technical colleges as a statewide system for delivering in-service day care training. The study is conducted as a part of the day care training contract between the NCDHR Day Care Section and East Carolina University, and is designed to address the following issues:

1. The programs and resources of the institutions for providing training
2. The experiences which the institutions have had in providing in-service day care training
3. The extent to which the institutions are interested in providing in-service day care training, including CDA training
4. The type of training which could be provided
5. Need for assistance

6. Estimates of costs involved

7. Barriers and problems

On the basis of the information obtained relative to the above issues, recommendations will be made to the Day Care Section on the possibilities of utilizing the two-year institutions in future training efforts.

METHODS AND PROCEDURES

The target population for the study was the two-year institutions of higher education in North Carolina which have programs in child care or early childhood education. It was assumed that the two-year schools which offer such programs would have more interest, expertise, and resources for providing in-service training to day care personnel than the schools which do not offer the programs. According to North Carolina Department of Community Colleges (1978-1979), 30 institutions offer the Child Care Worker program and/or the Early Childhood Associate/Specialist program. In addition, there are 13 institutions which offer Teacher Associate and/or Teacher Aide programs. A description of each of the 4 programs is included in Appendix A. As a means of limiting the study, the institutions having only the Teacher Associate or Teacher Aide programs were not included in the target population. Those programs appear to be designed to prepare students for work in public school settings rather than child care facilities. However, these schools shall not be omitted from consideration as possible providers of training services.

A questionnaire which could be mailed to the target institutions was developed in two phases. During the first phase, project staff developed a pool of open-ended questions (Appendix B) which could be administered

in a pilot study. Teachers from the community and technical colleges who attended the annual meeting of the North Carolina Early Childhood Teachers and Teacher Aides Association were asked to respond to the first draft of the questionnaire. Out of the 18 pilot questionnaires which were distributed, 12 were returned. On the basis of the responses, the questionnaire was revised, refined, and restructured to include multiple choice items when possible. The final draft of the questionnaire (Appendix C) was mailed to a total of 30 institutions which met the program criteria for the survey. The institutions were asked to return the questionnaire by a specific date. Follow-up telephone calls were made to the schools which did not respond to the initial request.

Data for the study was also obtained from interviews with personnel from the four community and technical colleges which co-sponsored training workshops with East Carolina University.[1] The interviews were conducted as part of an effort to evaluate a training delivery model utilizing a primary contractor (East Carolina University) and training sub-contractors (the four community/technical colleges.)

In addition to surveying the community/technical colleges in North Carolina, it was considered important to obtain information from other states where two-year institutions of higher education are used in providing in-service day care training. It is possible that other states have developed a training delivery system which might offer a model for adaptation to North Carolina's training needs.

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[1]As a part of the Title XX day care training contract under which this study was conducted, East Carolina University designed a series of four (4) two-day regional workshops related to the federal certification standards and the Child Development Associate competencies. Co-sponsorship agreements were developed with four of the two-year institutions to conduct the workshop sessions.

A questionnaire was mailed in connection with a separate study (Snow, 1981) on day care training programs throughout the nation, to the Title XX training offices in each of the continental states. Information was available on day care training programs in 36 states from which the questionnaire had been returned.

On the basis of the data from the questionnaire, 3 states—Connecticut, Georgia, and Oklahoma—were identified which have training systems connected with two-year institutions of higher education. Telephone interviews were conducted with personnel associated with day care training programs in the 3 target states.

RESULTS

Twenty-four of the 30 questionnaires which were mailed to the target institutions were returned by the deadline. Follow-up telephone calls were made to the 6 institutions which did not respond to the first request. Two additional questionnaires were returned by the final deadline for a total response rate of 87 percent. The responses to the questionnaire were subjected to descriptive statistical procedures including response frequencies, percentages, median, mean, and mode as appropriate. Summary tables are presented in Appendix D. The results of the questionnaire will be discussed in terms of programs and resources; experience with in-service training; current interest in providing training; costs; and potential problems or barriers. Information obtained from the interviews with staff from the four institutions co-sponsoring training with East Carolina University as well as the telephone interviews on training programs in other states will be discussed in separate sections. It should be noted that this report does not claim to represent or speak for the institutions either individually or collectively.

Programs and Resources

Out of the 26 responding institutions, 19 offer the Early Childhood Associate/Specialist program, 9 offer the Teacher Associate program, 13 offer the Child Care Worker program, and 6 offer the Teacher Aide program. One of the schools offers all four programs, while 14 of the institutions offer at least two programs. (see Table 1A). All of the programs are staffed with at least one full-time teacher, but most of the schools have at least two full-time professionals. One institution has 7 full-time teachers in the program. It is common practice for the schools to employ part-time staff to supplement full-time teachers. (See Table 1B).

Apparently there is adequate space for the institutions to conduct day care training sessions. Only one school indicated that space would be a problem. Twenty-one of the respondents indicated that in addition to classrooms on campus there are other locations convenient to day care providers where training could be conducted. Among the possible places identified were churches, schools, community centers, day care centers, social service agencies, hospitals, agriculture extension buildings, and public libraries. (see Table 1C).

Since day care teachers are being encouraged to obtain the Child Development Associate (CDA) credential it was considered important to determine to what extent the institutions offer or plan to offer CDA training. (See Table 1D). Forty-two percent of the responding institutions currently offer CDA training while an additional 20 percent indicated they either have plans to offer the programs or are interested in exploring the possibility. Approximately one-fourth of the institutions indicated no plans to develop CDA training in the future, while 15 percent were

uncertain about future possibilities. In three cases, the lack of interest in CDA was attributed to problems with the CDA program at the national level.

Experience With Day Care Training

Almost all the institutions have previous experience with in-service day care training. Only 4 institutions indicated no present or past involvement with in-service day care training. The level of training involvement is identified in Table 2A. Several of the institutions had offered training at the request of a department of social services (69%), a regional day care agency (27%), or state day care personnel (27%). Workshops and credit courses were the most frequently mentioned type of training provided. (see Table 2B). Five of the institutions had conducted "many" workshops and three institutions had conducted "many" credit courses for in-service day care personnel.

Almost all of the institutions (95%) rated their training as a successful experience. (see Table 2C). Only one institution perceived the training as not very successful. However, almost all of the schools encountered one or more problems in conducting day care training. Only five (23%) indicated that they had no difficulty. The three most frequently mentioned problems were lack of enrollment, scheduling, and participant motivation. Additional problems are identified in Table 2D.

Interest in Providing Training

The high rate of response to the questionnaire may be indicative of the interest in providing in-service day care training. Although the level of interest varied, all of the respondents were interested in conducting training. Sixty-five percent of the institutions were "highly" interested,

24 percent expressed "some" interest, and 12 percent had "a little" interest. (see Table 3A). A majority of the schools (64%) had definite plans to develop or continue in-service programs for child care providers. (see Table 3B).

The schools identified a number of advantages to their programs which might result from offering in-service training to day care providers. The advantages most frequently mentioned in rank order were community service/ public relations, establishing relationships with other agencies and schools, student recruitment, and generating student credit hours for the school. The additional advantages which were identified are located in Table 3C.

Type of Training

The schools were asked to indicate what kind of training they would be willing to offer. The responses are summarized in rank order in Table 4. Credit courses, one-day workshops, and short courses were the three most frequently mentioned types of training. Other possibilities identified were two-day workshops, non-credit courses, and "CDA training". A few of the respondents (12%) answered that they would provide any type of training needed or requested by the day care providers. Thirty-one percent of the institutions indicated that they would provide all five types of training listed on the questionnaire.

Training Costs

Since student tuition fees for various training activities are determined by the state and are the same throughout the community college system, the schools were not asked to provide information about training costs on the questionnaire. Information relative to tuition costs was provided by the continuing education department of one institution. Each student who enrolls in a non-credit training activity pays a standard fee of $8.00. The $8.00 fee per student is the same for all non-credit

training, workshops, short courses, or regular courses. Students may receive continuing education units (CEUs) for such training without any additional charges. Students who enroll in a course or training activity for credit pay $3.25 per quarter hour of credit. Tuition for a 3-hour course would thus be $9.75. Full-time students pay a student activities fee which varies among the schools, but this would not apply to part-time in-service training students.

It was assumed that a minimum number of students would have to enroll in a training activity for it to be self-supporting and for the institution to allow it to be offered. The respondents were asked to indicate the minimum number of students required in various training activities. As shown in Table 5, the respondents varied widely in their answers. The minimum number of students needed varied from a range of 5 to 75 for the one- or two-day workshops to a range of 5 to 20 for courses. The two numbers most frequently given for all training events were 12 and 15.

Need for Assistance

A question was included in the survey to determine if the schools would need assistance in designing and implementing day care training programs, and if so, what type of assistance would be needed. One-half of the institutions responding indicated that they would need assistance in developing a training program, while 39 percent did not perceive a need for any assistance. However, three of these schools made a note that while assistance would not be necessary, it would be helpful. A few of the respondents (11%) were uncertain as to whether or not assistance would be needed. (see Table 6A).

As shown in Table 6B, the kinds of assistance most frequently checked were needs assessment, publicity, and recruitment of students, along with curriculum design and securing staff. Only a few of the schools (13%) identified the need for financial assistance in designing or conducting a training program.

Potential Problems

The most frequently mentioned problem (Table 7A) which might prevent or discourage a school from offering in-service day care training was the probability that there would be insufficient enrollment. This was not surprising since lack of enrollment was the number one problem identified (see Table 2D) by the schools which offered training. Insufficient staff to plan, publicize, and conduct training were other problems which were identified. The only other problem mentioned was the lack of space which was noted by only one respondent.

In some instances lack of enrollment might be the result of insufficient day care facilities in the service area of an institution. The respondents were asked to estimate the number of day care facilities within a fifty mile radius or the service area of their institution, whichever was less. The estimates ranged from 1 to "hundreds", with 50 as the number mentioned most frequently. (see Table 7B).

The density of centers needed to justify a training program in a given location has apparently not been determined. It would seem logical to assume that schools with 10 or less day care facilities in their service area would obviously have enrollment problems if they designed programs strictly for day care staff. In looking at the experience of the schools with day care training, only two of the respondents with 10 centers or

less had provided day care training. One of the schools reported a successful experience in offering CDA training to Head Start plus day care workers. The other school had offered training for area day care centers, but reported the experience as not very successful. Lack of enrollment was listed as the problem.

For the most part it appears that the schools offering one or more of the four programs identified in Appendix A are geographically well-distributed on a regional basis. However, in looking at the location of the schools on a county by county basis, some of the more populous counties, such as Brunswick, Buncombe, Cumberland, and Wake, are not served by one of the institutions identified as having a child care or related training program. There would thus be a problem in designing a training program for a highly localized target population. A map of the state showing the location of the schools by program is included in Appendix E.

Interviews With Co-Sponsors of Workshops

The co-sponsorship arrangements between ECU and four of the community/technical colleges provided an opportunity to obtain information relative to one particular type of training delivery model operating within the framework of Title XX regulations. This particular approach to training involved contractual agreements between (1) The North Carolina Department of Human Resources (Day Care Section and Title XX Branch), (2) ECU as the primary contractor and (3) the four two-year institutions as training sub-contractors/co-sponsors.

The follow-up interviews with respondents from the four community/technical colleges indicated general satisfaction with the arrangement and an overall assessment of the training as being very successful. As viewed from perspectives of East Carolina University project personnel,

staff members of all four schools were very cooperative, enthusiastic, and competent in developing and completing their agreements. The arrangement was evaluated by both parties as very successful. All four schools indicated that they would not hesitate to co-sponsor training again with East Carolina University or another school or state agency.

The major problems which were identified related to communication and paperwork required to satisfy Title XX regulations. Additional concerns were related to attendance, format, and workshop design. There was some confusion in the process of transferring information among three agencies and in interpreting various school, state, and federal regulations. The questions relating to the eligibility of participants involved extensive amounts of communication between all of the parties involved. Concern was expressed about the excessive paperwork involved in documenting the qualifications of trainers, completing different types of attendance records, as well as time spent in distributing and collecting training evaluation forms. Although the workshop attendance was not poor, the schools were disappointed in not reaching the goal of 125 participants which had been set for each of the workshops. None of the institutions reported any financial problems associated with workshop attendance. However, in all instances attendance was less than had been planned and anticipated in designing the workshops. Scheduling the workshops during the summer months, cut backs in travel funds, and other budgeting problems currently being experienced by centers, along with other training opportunities, were offered as possible explanations for the failure to meet attendance goals.

Concerns and recommendations relative to the design of future training workshops expressed by a majority of the four respondents were:

1. The six-hour training day was too long and not enough time was allowed for breaks. Future training workshops should be limited to four or five hours per day with mid-morning and mid-afternoon breaks.

2. The workshops should have included only one keynote speaker rather than one each day.

3. Summer was not the best time of year to schedule training due to vacation periods. Attendance would probably have been better at a different time of the year.

4. It was recognized that record-keeping is necessary to comply with state and federal regulations, but attempts should be made in the future to simplify and combine forms to minimize the paperwork involved.

5. The provision to allow day care workers who are not Title XX eligible to attend by paying a fee was perceived as a positive arrangement which should be continued.

Programs In Other States

Interviews were conducted with officials associated with day care training in three other states—Connecticut, Georgia, and Oklahoma—in order to obtain information about day care training delivery models which might have implications for use in North Carolina. These states were selected because of the involvement of the two-year schools in their training programs. The system used in each of the states will be described separately below in alphabetical order.

Connecticut. The Connecticut Department of Human Resources has developed Title XX contracts with a number of community colleges in the state as well as the senior colleges to provide in-service training to day care providers. The most interesting feature of the Connecticut system is the tuition reimbursement plan. As a part of the contract, each institution must budget funds for tuition reimbursement to eligible trainers who wish to enroll in courses for credit. Tuition payments are offered as an

incentive for day care center personnel to pursue an Associate or a Bachelors Degree in Early Childhood. Since the program is designed for in-service rather than pre-service training, students can be reimbursed for no more than 6 credit hours per term.

Georgia. Day care regulations in the state of Georgia require all directors and staff members to present evidence of completing training every three years in the field of child care, (see Appendix F). An official in the Department of Human Resources indicated that day care personnel are required to complete sixty classroom hours of training during each 3-year period.

A basic course in Introduction to Child Care (1980) was developed jointly by the Georgia Department of Human Resources and the Georgia Department of Education. The 30-hour course is offered in the two-year colleges and technical schools throughout the state. The Day Care Licensing Office assists the schools in assessing demand for the course. In addition, the two-year schools, in cooperation with the Department of Human Resources, offer other training activities, including short-term courses in first aid and in administration and supervision.

It was reported that Title XX funds were not used in developing the training materials or contracting for training services. The students, in most instances, are responsible for paying their own tuition fees and other costs for training received. Unofficially, it was indicated that the tuition costs vary from six to fifteen dollars depending upon the training activity. Each student receives a certificate from the educational agency upon completion of training.

Oklahoma. The two-year colleges in the state of Oklahoma which offer programs in child development have developed a consortium to provide

in-service training for Head Start and day care personnel. The consortium provides a statewide training network at the junior college level. An advisory committee composed of representatives from various state agencies as well as the university system works with the consortium.

The schools in the consortium have developed a core curriculum in Child Development which is offered at each campus. Students may enroll in either a certificate or a degree program. The courses are also structured to include the CDA competencies.

Most of the funding for the consortium was initially provided by the Head Start program in the initial stages, so much of the training effort has focused on Head Start personnel. However, special efforts have been made by the members of the consortium to involve personnel from day care facilities in the training. The consortium developed a promotional brochure, and individual schools have undertaken various activities such as visiting local day care association meetings to recruit students. Some of the schools work with the local day care groups in setting up courses at strategic times and places. The day care licensing law in Oklahoma requires four classroom hours of training per year for day care personnel.

SUMMARY AND CONCLUSIONS

The information obtained in this survey provides support for the assumption that the community colleges and technical schools represent resources which can be utilized to meet the need for continuous in-service day care training in a period of diminished federal funding. Thirty of the schools in the state currently offer day care related curricula. Most of the respondents have had satisfactory experience in providing in-service training to day care personnel. The large majority of the

schools which participated in this study have access to sufficient resources to provide a variety of training activities.

Perhaps the most significant finding of the study is the extent of the interest among the respondents in providing in-service training to day care personnel. Without exception, the schools are interested in offering training. Some schools reported plans to continue current programs and/or to initiate new training efforts. Credit courses, one-day workshops, and short courses were the three types of training which ranked highest in preferred training activities. However, the schools would be willing to offer other types of training if there were sufficient demand.

Training activities provided by the community and technical colleges would be available at a relatively low cost. Courses which offer college credit toward a degree are available at the rate of $3.25 per credit hour for each student. A fee of $8.00 per person is charged for each training activity which does not include credit other than Continuing Education Units (CEU). A minimum number of students, varying from school to school, would need to be enrolled in each training event for training to be self-supporting. Estimates of costs associated with designing a training network, curriculum development, or other activities for which a special contract might be needed were not included in the study.

Most of the schools responding to the survey expressed a need for and/or would welcome assistance in designing and implementing an in-service day care training program. Some of the institutions will most likely provide training with or without external assistance. However, if a systematic statewide training program is to be developed, provision will need to be made for an institution or agency to assume a leadership role in planning, promotion, and coordination.

The major problem in developing day care training identified by the institutions was related to the demand for such training. The lack of response to some training efforts in the past as well as the unpredictability of future responses are definite deterrents to the development of training. Consequently, incentives need to be found to encourage day care providers to take advantage of training opportunities. The data from this study indicates that the schools are interested and willing to provide training if sufficient attendance can be generated.

A few of the institutions may have an insufficient number of day care facilities in their service area to support a training program. In addition, there is an opposite problem in which some counties do not have a school with one of the child care or related programs. In these instances, institutions would need to be identified which could expand their service areas to fill the gap. Expanding the target area of some of the schools would seem to be a solution to both problems.

The co-sponsorship agreements executed between East Carolina University and the four community/technical colleges were evaluated as being a successful approach to training. On the basis of the follow-up evaluation interviews with staff from the co-sponsoring institutions, suggestions were made relative to the design of training if such an approach is used in the future.

Schools and agencies in North Carolina which are interested in, and responsible for, providing day care training should closely examine the delivery models used in other states. Information was obtained from three states which utilize two-year institutions of higher education to provide day care training services. The tuition reimbursement plan used

in Connecticut, the basic child care course offered by the two-year colleges in Georgia in connection with mandatory training requirements, and the training consortium of colleges in Oklahoma which serves both Head Start and day care providers are training options which should be considered for adaptation in North Carolina.

Finally, based on the results of this study, it can be concluded that it is feasible for the Day Care Section to utilize the community and technical colleges to deliver in-service training to day care providers throughout the state. In all probability, a training network could be developed which would offer the advantage of low-cost training on an on-going and self-supporting basis. However, it will be important for the Day Care Section to give priority to the allocation of resources to assist the institutions in the development and promotion of training programs.

It should be noted that the conclusions from this study should in no way be construed to imply that the four-year colleges and universities in the state should be excluded from future day care training efforts. On the contrary, many of the schools which have provided training in the past have developed experience and expertise which should be utilized. However, further investigation is needed to determine the interest level and the role of these institutions.

RECOMMENDATIONS

As a result of the findings of this study, the following recommendations are made to the Day Care Section of the North Carolina Department of Human Resources for consideration in planning and implementation of in-service day care training in the future:

1. To the extent that training funds are available, it is recommended that support be made available through a contract or other funding mechanism for the following activities:

   A. Develop a coordinating mechanism, such as a consortium arrangement, for linking the interested institutions into a statewide training network.

   B. Develop one or more basic in-service courses in child care similar to one in Georgia which could be offered on demand by each institution.

   C. Assist the schools in conducting needs assessments, curriculum development, and developing methods to publicize training and recruit trainees.

   D. Explore ways to conduct joint CDA training for Head Start and day care providers.

   E. Develop a system for making tuition grants available to eligible day care providers for attending the school or training activity of their choice.

   F. Design and co-sponsor a series of one-day workshops with 8 to 12 institutions which have special interest and potential for future training delivery.

2. In the event that training funds are not available to contract with an external provider, it is recommended that Day Care Section staff assume responsibility for implementing as many of the above recommendations as possible.

3. It is recommended that a concerted effort be made in cooperation with the Office of Child Day Care Licensing and other interested organizations to secure the enactment of day care licensing statutes which require a minimum amount of training at regular intervals for all day care staff in the state.

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APPENDIX A

EDUCATIONAL OCCUPATIONS PROGRAMS

Under the category Educational Occupations, several programs have been designed for individuals who have an interest in working with preschool and school age children. Four programs identified below are structured to prepare individuals for a career in educational or related fields as support personnel.

1. Early Childhood Associate

The Early Childhood Assoicate curriculum is designed to prepare persons to work with programs and/or centers concerned with infant and child care. Instruction focuses on theory and practical application related to developmental stages of growth, children's physical and nutritional needs, recommended ways to communicate with children, and care and guidance of children in the home. Individuals completing program requirements should be able to function effectively in various programs for children including day care and child development centers, nursery schools, kindergartens, hospitals, evaluation and rehabilitation clinics, camps, and recreational centers.

2. Child Care Worker

The Child Care Worker curriculum is structured to prepare individuals to work as assistants with early childhood specialists or other trained professionals. The program provides instruction in child growth and development, children's behavior patterns, health practices, and handling physical and emotional problems of children. Graduates will be qualified to pursue opportunities in day care centers, nursery schools, kindergartens, hospitals, institutions, camps, and recreation centers.

3. Teacher Aide

This curriculum is designed to prepare individuals for working effectively as assistants to the teacher. Extensive training is provided in working with audiovisual aids, typing, and reading techniques, while other training focuses on making transparencies and stencils, assisting with physical education programs, construction of bulletin boards, and ways to provide assistance in general classroom duties.

4. Teacher Associate

The Teacher Associate curriculum is structured to provide a course of study for persons interested in working with primary and elementary school children under the supervision of a classroom teacher. Areas of study include communication skills, human relationships, human

growth and development, curriculum activities, school records, preparation of transparencies, stencils and bulletin boards, and the role of the aide. Graduates will be qualified to enter the educational field as a paraprofessional, performing all duties required of a teacher aide.

Source: North Carolina Department of Community Colleges, Educational Guide. Raleigh, NC, 1978-1980.

APPENDIX B

Questionnaire (Preliminary Draft)

IN-SERVICE DAY CARE TRAINING SURVEY

N.C. COMMUNITY COLLEGE AND TECHNICAL SCHOOLS

CONDUCTED BY

EAST CAROLINA UNIVERSITY TITLE XX DAY CARE TRAINING PROJECT

PURPOSE

The East Carolina Universtiy Day Care Training project is conducting a feasibility study for the day care section of the N.C. Department of Human Resources. The purpose of the study is to determine the extent to which the community colleges and technical schools could be used to provide in-service training to the staff members of day care facilities throughout the state. Information is needed relative to the following issues:

- the extent of the interest of the 2 year institutions in the state
- the type of training which could be provided
- cost estimates
- conditions under which training could be provided
- barriers and problems

DEFINITION

In-service day care training is a program designed and conducted specifically for staff members employed in a variety of child care facilities. The timing, location and content of the training is planned to facilitate the development of skills necessary for the provision of child care services. The training may be offered in the form of courses, workshops, seminars or conferences. In-service programs are generally, but not necessarily, non-degree oriented.

INSTRUCTIONS

It would be helpful if you would complete the attached questionnaire expressing your own opinions based upon your involvement in the early Childhood/Child Care Worker program at your institution. Your responses will be used to help us refine the questions and develop the final draft of a questionnaire which will be mailed to all 2 year schools in the state which have Early Childhood and Child Care Worker programs. Please indicate if you do not understand the meaning of a question. Return the completed questionnaire as soon as possible in the envelope provided.

IN-SERVICE DAY CARE TRAINING QUESTIONNAIRE

Identifying information:

Name _____ Position_____

Name of institution _____

Check program(s) provided by your institution.

_____ Early Childhood Associate/Specialist
_____ Teacher Associate
_____ Child Care Worker
_____ Teacher Aide

1. Number of staff involved in providing these programs:
   full time _____ part time _____

2. Estimate the number of day care facilities located within a fifty mile radius or the service area of your institution (whichever is less).
   _____

3. What is the level of interest at your school in providing in-service training to day care personnel in your area?

   _____ high interest _____ a little interest
   _____ some interest _____ no interest

4. Describe any present and/or past involvement of your institution with day care training.

   _____

   _____

   _____

5. How successful was your experience with this training?

   _____ very successful _____ somewhat successful
   _____ successful _____ not very successful

6. What major difficulties were encountered?

   _____

   _____

   _____

7. Under what conditions would/does your institution offer in-service training to day care providers?

8. What type of training would you be willing to offer? (courses, workshops, etc.)

9. In addition to classrooms on campus, are there other locations where your institution could provide training? If so, please identify.

10. Is your institution offering or planning to offer training for Head Start personnel and others interested in obtaining the CDA Credential?

11. What potential problems might prevent or restrict your institution from providing in-service training to day care providers?

12. If your school chose to provide in-service training for day care personnel, what advantages could there be for your program?

13. Who would be responsible for making the decision to provide this training?

_____

_____

_____

APPENDIX C

Questionnaire (Final Draft)

IN-SERVICE DAY CARE TRAINING SURVEY

N.C. COMMUNITY AND TECHNICAL COLLEGES

CONDUCTED BY

EAST CAROLINA UNIVERSITY DAY CARE TRAINING PROJECT

INSTRUCTIONS

Please complete the attached questionnaire as completely as possible. Your responses will be confidential and pooled with other responses without identifying specific institutions. This facing sheet with the identifying information will be detached from the questionnaire before the answers are analyzed. An identification number will be assigned to the questionnaire, but will be used only in the event that the respondent needs to be contacted for additional information or follow-up correspondence. If you have any questions please call Dr. Charles Snow collect at 919-757-6908.

DEFINITION

In-service day care training is a program designed and conducted specifically for staff members employed in a variety of child care facilities. The timing, location and content of the training is planned to facilitate the development of skills necessary for the provision of child care services. The training may be offered in the form of courses, workshops, seminars, or conferences. In-service programs are generally, but not necessarily, non-degree oriented.

NAME OF INSTITUTION: _____

ADDRESS: _____

_____

QUESTIONNAIRE COMPLETED BY: _____

PHONE: _____

IN-SERVICE DAY CARE TRAINING QUESTIONNAIRE

1. Check program(s) provided by your institution.
   _____Early Childhood Associate/Specialist
   _____Teacher Associate
   _____Child Care Worker
   _____Teacher Aide

2. Number of staff involved in providing these programs:
   full time _____ part time _____

3. Estimate the number of day care facilities located within a fifty mile radius, or the service area of your institution (whichever is less).
   _____

4. Indicate any present and/or past involvement of your institution with in-service day care training. (Check all that apply.) If your answer is none, skip to question #8.
   _____None
   _____Provided facilities for another agency to conduct training.
   _____Offered training at the request of a local day care agency or Department of Social Services.
   _____Offered training at the request of a regional day care agency.
   _____Offered training at the request of state day care personnel (Day care specialist or Office of Child Day Care Licensing staff).
   _____Co-sponsored Title XX training with another institution.
   _____Offered CDA training to Head Start plus day care workers
   _____Title XX contract
   _____Other (specify) _____
   _____
   _____

5. What type of training and how much did you provide? (Check all that apply.)

TYPE	APPROXIMATE NUMBERS (If numbers are not available use: a few, several, many.)
___workshops	_____
___courses(credit)	_____
___courses(non-credit)	_____
___short courses	_____
___other (specify) _____	

6. How successful was your experience with the training you provided?

   _____very successful _____somewhat successful
   _____successful _____not very successful

7. What problems did you encounter?

_____None
_____Lack of enrollment
_____Securing qualified staff
_____Classroom or other space
_____Publicity to potential trainees
_____Financial deficit
_____Scheduling
_____Participant motivation
_____Travel distance for participants
_____Staff resistance
_____Institutional resistance
_____Other (specify) _____

8. What is the current level of interest at your school in providing in-service training to day care personnel in your area?

_____high interest _____a little interest
_____some interest _____no interest

(If answer is "no interest" skip to question 14.)

9. Does your institution currently have definite plans to develop or continue in-service training activities for child care workers in your service area?

_____yes
_____no

If your answer is Yes, please describe: _____

_____

_____

10. Would your institution need assistance in designing and implementing in-service day care training programs?

_____yes
_____no

If your answer is Yes, what type of assistance would be needed? (Check all that apply.)

_____Need assessment (larger population, training content, etc.)
_____Curriculum design
_____Publicity and recruitment of participants
_____Financial support
_____Securing staff
_____Other (specify) _____

_____

_____

11. What type of training would you be willing to offer? (Check all that apply.)

_____One-day workshops
_____Two-day workshops
_____Short courses
_____Courses (credit)
_____Courses (non-credit)
_____Other (specify)_____

12. Assuming that a training activity would need to be self-supporting through tuition or registration fees, what is the minimum number of students required to provide each of the following?

TRAINING ACTIVITY	MINIMUM ENROLLMENT
One-day workshop	_____
Two-day workshop	_____
One-week short course	_____
Two-week short course	_____
Regular course (credit)	_____
Regular course (non-credit)	_____

13. In addition to classrooms on campus, are there other locations convenient to day care providers where your institution could provide training?

_____yes
_____no

If Yes, please identify:

_____Churches
_____Schools
_____Community Centers
_____Day care centers
_____Social Service agencies
_____Other (specify) _____

_____

14. What potential problems might prevent or restrict your institution from offering in-service training to day care providers?

_____The probability that there would be an insufficient number to enroll.
_____Lack of space
_____Insufficient staff to plan and publicize training.
_____Insufficient staff to conduct training
_____Other (specify) _____

15. If your school decided to provide in-service training for day care personnel, what advantages might there be for your program?

_____Community service/public relations
_____Student recruitment/build enrollment for regular program
_____Development of new programs
_____Generate FTE
_____Staff development
_____Establish relationships with other agencies and schools

15. Continued

_____Financial
_____Other (specify) _____

16. If your institution does not currently offer CDA training, do you plan to develop it in the future?

_____no
_____yes (Please explain) _____

_____

_____

17. Add any comments you wish to make below:

THANK YOU VERY MUCH FOR YOUR ASSISTANCE!

Please return in the postage-paid envelope provided.

APPENDIX D

TABLE I

Tables

PROGRAMS AND RESOURCES

A. Types of Programs

	No.	%
1. Early Childhood Assoc./Spec.	19	73
2. Teacher Assoc.	9	34
3. Child Care	13	50
4. Teacher Aide	6	23

B. Number of Staff

	Range	Mean	Median	Mode
1. Part-time	1-10	3	2	2
2. Full-time	1-7	3	2	2

C. Available Training Facilities (off-campus)

	No.	%
1. None	5	19
2. Churches	12	46
3. Schools	12	46
4. Community centers	9	35
5. Day care centers	15	57
6. Social Service agencies	2	8
7. Other (public libraries, agric. ext. bldgs., hospitals)	2	8

D. CDA Training

	No.	%
1. Institutions currently offering	11	42
2. Institutions with plans or interest	5	20
3. No plans	6	23
4. Don't know	4	15

TABLE 2

EXPERIENCE WITH DAY CARE TRAINING

Level of Involvement

A. Present/past involvement

	No.	%
1. None	4	18
2. Provided facilities for another agency	14	64
3. Offered training at request of:		
a. DSS	14	64
b. regional day care agency	6	27
c. state day care personnel	6	27
4. Co-sponsored Title XX training	5	23
5. Offered CDA training	11	50
6. Title XX contract	4	18
7. Other (CETA workers, Head Start, and area day care)	8	36

B. Types of training provided

Rank	No.	%
1. Workshops	17	65
2. Courses (credit)	16	62
3. Courses (non-credit)	8	31
4. Short courses	5	19
5. Other	1	4

C. Success rating

	No.	%
1. Very successful	6	27
2. Successful	11	50
3. Somewhat successful	4	18
4. Not very successful	1	5

D. Problems Encountered

Rank	No.	%		No.	%
1. Enrollment	7	32	5. Staff resistance	3	14
2. Participant motivation	6	27	6. Institutional resistance	2	9
2. Scheduling	6	27	7. Financial deficit	1	5
3. Travel distance	5	23	8. Securing staff	0	0
3. None	5	23	9. Space	0	0
4. Publicity	4	18	10. Other	0	0

TABLE 3

INTEREST IN PROVIDING TRAINING

A. Level of interest

	No.	%		No.	%
1. High	17	65	3. Little	3	12
2. Some	6	24	4. None	0	0

B. Plans for training

	No.	%
1. With plans to develop or continue training	16	64
2. No plans	9	36

C. Potential Advantages

Rank	No.	%
1. Community service/public relations	23	88
2. Establish new relationships	22	85
3. Student recruitment/enrollment	20	77
3. Generate FTE	20	77
4. Development of new programs	11	42
4. Staff development	11	42
5. Financial	5	19
6. Other	0	0

TABLE 4

TYPE OF TRAINING

Training activities	No.	%
1. Courses (credit)	22	85
2. One-day workshops	19	73
3. Short courses	18	69
4. Two-day workshops	16	62
5. Courses (non-credit)	15	58
6. Checked all five types	8	31
7. Other:		
a. CDA	1	4
b. Any type needed/ requested	3	12

TABLE 5

ENROLLMENT

Rank	Range	Mean	Median	Mode
1 Day workshop	5-75	17	15	12
2 Day workshop	5-75	19	15	12
1 Week workshop	5-30	13	15	12,15
2 Week workshop	5-30	14	15	15
Reg. Credit course	5-20	13	15	12,15
Reg. Non-credit course	5-20	13	12	12

TABLE 6

NEED FOR ASSISTANCE

A. Need for assistance

	No.	%
1. Yes	13	50
2. No	11	39
3. Don't know	3	11

B. Type of assistance

Rank	No.	%
1. Needs assessment	9	35
2. Curriculum design	8	30
3. Publicity/participant recruitment	6	23
4. Financial support	4	15
4. Securing staff	4	15
5. Other	0	0

TABLE 7

POTENTIAL PROBLEMS

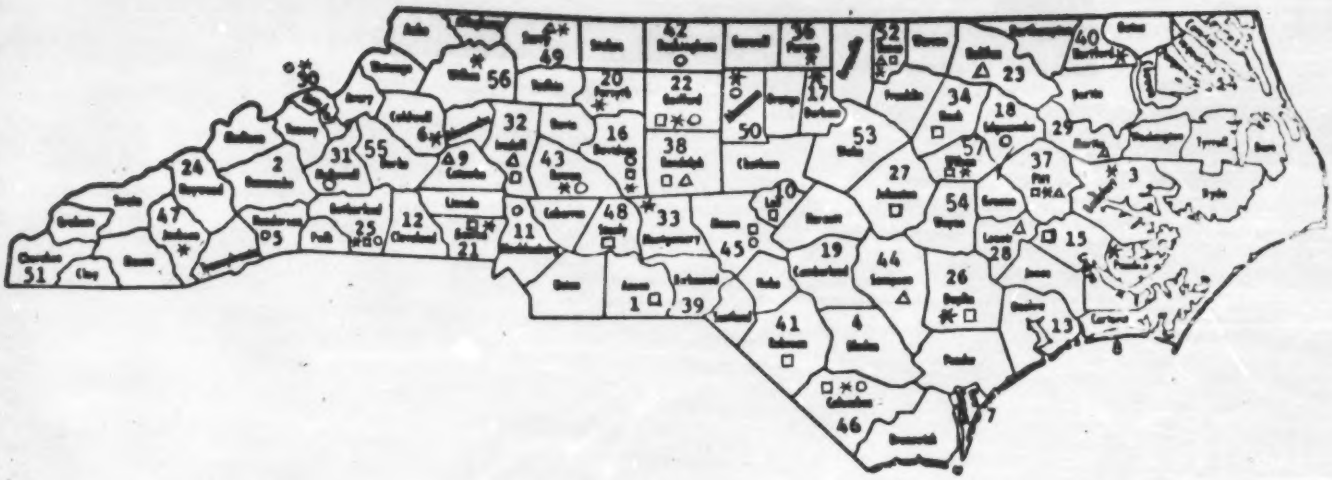
A. Problem areas

Rank	No.	%
1. Insufficient enrollment	19	73
2. Space	1	4
3. Insufficient staff		
a. to plan and publicize	8	30
b. to conduct training	6	23
4. None	1	4
5. Other	0	0

B. Estimate of day care facilities in service area

Range	Mean	Median	Mode
5-to-"hundreds"	51	30	50

Location of Institutions by Programs



- □ 1. Anson Technical Institute
- 2. Asheville-Buncombe Technical Institute
- ✱ 3. Beaufort County Technical Institute
- 4. Bladen Technical Institute
- ○ 5. Blue Ridge Technical Institute
- ✱ 6. Caldwell Community College and Technical Institute
- 7. Cape Fear Technical Institute
- 8. Carteret Technical Institute
- △ 9. Catawba Valley Technical Institute
- □ 10. Central Carolina Technical Institute
- ○ 11. Central Piedmont Community College
- 12. Cleveland County Technical Institute
- 13. Coastal Carolina Community College
- 14. College of The Albemarle
- □ 15. Craven Community College
- ○□✱16. Davidson County Community College
- ✱17. Durham Technical Institute
- ○ 18. Edgecombe Technical Institute
- 19. Fayetteville Technical Institute
- ✱ 20. Forsyth Technical Institute
- □ ✱ 21. Gaston College
- □✱○ 22. Guilford Technical Institute
- △ 23. Halifax Community College
- 24. Haywood Technical Institute
- ✱○ 25. Isothermal Community College
- ✱□ 26. James Sprunt Institute
- □ 27. Johnston Technical Institute
- △ 28. Lenoir Community College
- △ 29. Martin Community College
- ✱○ 30. Mayland Technical Institute
- ○ 31. McDowell Technical Institute
- △□ 32. Mitchell Community College
- ✱ 33. Montgomery Technical Institute
- □ 34. Nash Technical Institute
- ✱ 35. Pamlico Technical Institute
- ✱ 36. Piedmont Technical Institute
- □△✱ 37. Pitt Technical Institute
- □△ 38. Randolph Technical Institute
- 39. Richmond Technical Institute
- ✱ 40. Roanoke-Chowan Technical Institute
- □ 41. Robeson Technical Institute
- ○ 42. Rockingham Community College
- ✱○ 43. Rowan Technical Institute
- △ 44. Sampson Technical Institute
- □○ 45. Sandhills Community College
- □✱○ 46. Southeastern Community College
- ✱ 47. Southwestern Technical Institute
- □ 48. Stanly Technical Institute
- △✱ 49. Surry Community College
- ○✱ 50. Technical Institute of Alamance
- 51. Tri-County Community College
- △□✱ 52. Vance Granville Community College
- 53. Wake Technical Institute
- 54. Wayne Community College
- 55. Western Piedmont Community College
- ✱ 56. Wilkes Community College
- □✱ 57. Wilson County Technical Institute

✱ EARLY CHILDHOOD ASSOCIATE/SPECIALIST
□ TEACHER ASSOCIATE
○ CHILD CARE WORKER
△ TEACHER AIDE

APPENDIX F

Day Care Licensing Standards

State of Georgia

(13) License and other permits shall be posted at some point near the entrance or part of the facility that is open to view by the public.

(14) Each day care center shall have a safe vehicle and a licensed driver available at the center at all times.

Authority Ga. L. 1963, pp. 81-121; and Ga. L. 1972, pp. 1015, 1046, 1048. Effective October 21, 1974. **Administrative History.** Original Rule was filed on January 30, 1974; effective February 19, 1974. **Amended:** Original Rule entitled "Staff" repealed and a new Rule entitled "Administration" adopted. Filed October 1, 1974; effective October 21, 1974.

290-2-2-.03 Board Sponsored Centers. Amended.

(1) All day care centers sponsored by community organizations and/or all non-profit day care centers shall have a governing board responsible for its proper function in accordance with its purposes.

(a) The governing board shall be organized and shall function according to a constitution and bylaws. Legal responsibility and administrative authority shall be clearly defined.

(b) Board members shall receive no remuneration for their services as board members.

(2) The responsibilities of the Board shall be to:

(a) Define the purpose and scope of day care services provided by the center for children;

(b) Draw up a constitution and bylaws for the basic structures and operation of the total service, provide for the election and rotation of members, define areas of responsibility for board and staff, and establish committees for conducting the business of the day care center;

(c) Develop policies for the agency;

(d) Establish and maintain an adequate financial structure, prepare an annual budget and make provision for annual aduit;

(e) Assume responsibility for broadening community understanding and support for day care services;

(f) Employ an executive director to whom the responsibility for administration shall be delegated;

(g) See that the agency carries out its purposes and responsibilities.

Authority Ga. L. 1963, pp. 81-121; and Ga. L. 1972, pp. 1015, 1046, 1048. Effective October 21, 1974. **Administrative History.** Original Rule was filed on January 30, 1974; effective February 19, 1974. **Amended:** Original Rule entitled "Records" repealed and a new Rule entitled "Board Sponsored Centers" adopted. Filed October 1, 1974; effective October 21, 1974.

290-2-2-.04 Staff. Amended.

(1) All staff members shall show evidence of good character; present evidence of good physical, mental and emotional health; show an understanding of children; be adaptable to a variety of situations; and be willing to grow in knowledge about children through participation in regular in-service training.

(2) Persons under 18 years of age shall not assume sole responsibility for a group of children.

(3) There shall be at least two responsible adults available for supervision of children at all times that children are in attendance at the center; one of these adults shall be providing direct supervision of the children.

(4) All directors and staff members who have responsibility for planning and supervising children's programs or who are working with children shall present evidence of completing recent training (within three years) in the field of child care. Training course curriculums other than those provided by accredited schools shall have prior written approval of the Licensing Unit.

(5) If volunteers are used, the responsibilities assigned to them and their qualifications shall be in accord with the personnel policies of the day care center and at no time shall a volunteer regularly replace a staff worker in order to maintain minimum standards of adult-child ratio.

(6) The minimum teacher/child ratios in centers and on playgrounds shall be as follows:

Group Age	No. of Adults	No. of Children
Infancy—18 mos	1	5-7
18 mos.— 3 yrs.	1	8-10
3— 4 yrs.	1	10-15
4— 5 yrs.	1	15-18
5— 6 yrs.	1	15-20
7 & older	1	20-25

Directors shall make provisions for maintaining these ratios in case of illness or absence of regular staff.

(7) There shall be additional help available to staff caring for infants and toddlers when needed.

(8) Persons giving care to children under three years of age shall have special knowledge about their care and shall participate in courses, workshops and institutes related to the child under three when such training is available.

(9) There shall be evidence of preemployment and annual review of the health status of each adult in the center by a responsible health source (e.g., personal physician, health consultant or community health agency).

Authority Ga. L. 1963, pp. 81-121; and Ga. L. 1972, pp. 1015, 1046, 1048. Effective October 21, 1974. **Administrative History.** Original Rule was filed on January 30, 1974; effective February 19, 1974. **Amended:** Original Rule entitled "Children's Program" repealed and a new Rule entitled "Staff" adopted. Filed October 1, 1974; effective October 21, 1974.

290-2-2-.05 Records. Amended. The day care center shall keep the following records on file in an organized and accessible manner in the center:

(a) Daily attendance records;

(b) Records of individual children including:

1. Identifying information (child's name and birthdate, parent's or guardian's name, home and business address, telephone numbers);

2. Name, address and telephone number of persons to contact in emergencies including family physician;

3. Evidence of an annual review of the health status of each child (including preadmission evaluation) by a responsible health source (i.e., physician, health agency or other qualified provider of health services);

4. Evidence of current required immunizations appropriate to the child's age (D.P.T., polio, measles and rubella);

5. Description of accidents or illnesses occurring while child is in the center's care, including date, time and condition under which it occurred and the action taken;

6. Parental agreement.

(c) Record of individual employees.

1. Identifying information;

2. Qualifications;

3. References;

4. Employment history;

5. Employment date;

6. Medical statement from physician, health consultant or community health agency;

7. Appointment statement or employment contract (conditions of employment).

Authority Ga. L. 1963, pp. 81-121; and Ga. L. 1972, pp. 1015, 1046, 1048. Effective October 21, 1974. **Administrative History.** Original Rule was filed on January 30, 1974; effective February 19, 1974. **Amended:** Original Rule entitled "Health and Safety" repealed and a new Rule entitled "Records" adopted. Filed October 1, 1974; effective October 21, 1974.

290-2-2-.06 Children's Program. Amended.

(1) Program planning shall consider the age and developmental level of the children, the needs of individual children, the experience offered children in their own home and the goals which children's families have for them.

(2) A flexible daily schedule for each age group shall be posted in their area.

(3) When planning the program, the staff shall make provision for:

(a) Alternate periods of active play and quiet periods. There should be quiet periods before lunch, before unusually stimulating experiences, after vigorous play;

(b) Time for special attention for children who need it (new children, emotionally upset children, etc.);

(2) Any child showing symptoms of illness during the day shall be removed from the group to the quiet area where he shall receive necessary attention until such time as the center and his parents can make plans for his care elsewhere, or until he is ready to return to the group.

(3) The day care center shall, through staff routine and practice, help children acquire habits of good personal hygiene, techniques of accident prevention, and skill in care of simple injuries.

(4) No medication shall be given by the staff except in special circumstances arranged by the Center Administrator at which time a signed note from parent or guardian giving permission must be on file in the center.

(5) A first aid kit equipped with soap, bandaids, sterile gauze squares, adhesive tape, thermometer, and tweezers shall be maintained. A staff member who is knowledgeable in first aid procedures shall be available at all times.

(6) No staff person or volunteer who is suffering from a contagious disease or illness shall be present in the center.

(7) Parents shall be notified immediately of any illness or injury to the child in the center and their specific instructions regarding action to be taken shall be obtained.

(8) Parents or guardians of all children enrolled and local health officials shall be notified when a communicable disease has been introduced into the center.

(9) The center shall have a written arrangement with a nearby physician, clinic or hospital so that immediate treatment can be obtained in emergencies.

(10) For every child admitted for regular care or frequent "drop-in" care there shall be on file a recent statement from a physician or health agency that the child is in good health and that any known special condition is under treatment.

(11) In centers providing "drop-in" service, there shall be at least one staff member who is trained and capable of evaluating symptoms of illness.

(12) In order to protect and promote the health and safety of children, the center shall maintain the rooms in which the children are housed clean and odor free and require that the staff keep the children clean, dry and comfortable. Bed linens shall be kept clean and dry.

(13) Diaper changing, soiled linens and diapers shall be handled in a sanitary manner.

(14) Staff members shall practice adequate personal hygiene such as washing hands thoroughly at meal time and between diaper changes. Separate equipment for diapering each child shall be used.

(15) Staff shall have knowledge of basic health needs and health problems of children such as mental health, physical health, nutritional health.

(16) Emergency plans for fires, thunderstorms, tornadoes, etc. shall be posted in each room.

Authority Ga. L. 1963, pp. 81-121; and Ga. L. 1972, pp. 1015, 1046, 1048. Effective October 21, 1974. **Administrative History.** Original Rule was filed on January 30, 1974; effective February 19, 1974. **Amended:** Original Rule entitled "Building and Grounds" repealed and a new Rule entitled "Health and Safety" adopted. Filed October 1, 1974; effective October 21, 1974.

290-2-2-.09 Equipment. Amended.

(1) There shall be in the day care center the equipment necessary to facilitate program and such furnishings and equipment shall be sufficient in quantity to insure that each child shall have opportunity to participate in many kinds of activities appropriate for the developmental level of children in care. Some equipment from Appendix A must be provided for each age group.

(2) All equipment shall be safe, shall be kept clean and in usable condition. Special sanitary care shall be given to equipment and materials mouthed by infants and toddlers.

(3) Play equipment shall be stored in low open shelves, easily accessible to children.

(4) Furnishings shall include appropriate sized tables, chairs and storage space sufficient for all children served and the program planned. There shall be available one cot, a sheet, a lightweight cover, and one chair for each child enrolled.

arms of the non-driving adult or be provided with approved infant seats or carriers. No more than two infants shall be the responsibility of any one non-driving adult while children are being transported.

(9) Each vehicle used for transporting children shall be uncluttered, thoroughly clean and free of hazardous objects at all times.

(10) Children shall not be left unattended in a vehicle.

(11) The motor shall be turned off, key removed and brakes set any time the driver leaves the bus.

(12) Every vehicle shall be equipped with at least a four-pound CO_2 or four pound dry chemical type fire extinguisher (suitable for Class B fire).

(13) Children in a transportation vehicle shall have at least one adult supervisor at all times. A minimum of two adults (the driver and non-driver) is required when children under three are transported, when handicapped children are transported and when more than 6 children occupy the vehicle.

(14) There shall be no more than three persons in the front seat including the driver.

(15) Children shall not be permitted to ride in the front seat unless each such child be secured with an automobile seat belt.

(16) Windows in the transportation vehicle shall not be more than 50 percent open at any time.

(17) Parents shall be encouraged to transport their own children. When transportation is provided by the center, the center shall assume responsibility for the child from the time and place he is picked up until he is delivered to his parents or to a responsible person designated by his parents.

(18) No child shall ever be left at his home if there is no one there to receive him.

(19) Drivers of transportation vehicles shall have a valid drivers license.

(20) Drivers shall meet the same general qualifications as those set forth for other members of the day care staff.

(21) Drivers shall have training in first aid or medical self-help.

(22) The vehicle shall be equipped with a first aid kit.

Authority Ga. L. 1963, pp. 81-121; and Ga. L. 1972, pp. 1015, 1046, 1048. Effective October 21, 1974. **Administrative History.** Original Rule was filed on October 1, 1974, effective October 21, 1974.